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ABSTRACT

In 1980, the Oklahoma legislature passed House Bill 1706, which focused upon four major concepts: (1) strengthening screening requirements for admission; (2) testing teachers in their curriculum field; (3) development of an entry-year assistance program for beginning teachers; and (4) staff development programs in all school districts. The Central State University (Oklahoma) School of Education has changed its teacher education program in response to this mandate, establishing specific standards for each area of the school's program--general education, major subject areas, and professional education. Admission standards have also been revised. To implement changes, an information system that links theory to classroom practice was developed. This system is based on professional education courses that state objectives which can be included in a follow-up evaluation. A bibliographic file, developed through an ERIC computer search of the literature on objectives for professional teacher education, kept record of sources and documents from which the concepts and objectives for the program changes were found. Information was also obtained from a review of recent research instruments for observing teacher performance. An information system is a necessity if teacher preparation programs are to be responsive to the changing needs of teachers. (JD)

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AN INFORMATIONAL SYSTEM THAT LINKS
THEORY TO CLASSROOM PRACTICE

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Introduction

Legislative mandates to reform teacher education programs have become a common occurrence throughout the United States. Dr. J. T. Sandefur, Dean of the School of Education at Western Kentucky University, indicated at a Research Symposium at the University of Oklahoma in January, that 30 states have passed or are considering some type of mandated teacher education legislation. Oklahoma is one of the states that has passed legislation affecting teacher education.

Overview of House Bill 1706

The following description of Oklahoma's H.B. 1706 is taken directly from a handbook developed by the State Department of Education to assist educators in Oklahoma. It is included in this paper to provide background data related to changes that have occurred at Central State University.

The 1980 Oklahoma Legislature passed a comprehensive piece of legislation dealing with teacher education programs, certification and staff development. The legislation was developed through almost a year's work by the Interim Joint Education Committees and the Legislature. Input was received from parents, teachers, administrators, deans of colleges of education, and other interested parties. As a result of this input and a tremendous effort on the part of many people, this new program was passed into law. It was entitled House Bill 1706.

House Bill 1706 addresses four major concepts in teacher education:

1. Strengthening the screening requirements of college student applicants for admission into college and university teacher education programs;
2. Testing teachers in their curriculum field;
3. Development of an Entry-Year Assistance Program for beginning teachers; and
4. Staff Development programs in all school districts.

Other issues are addressed in House Bill 1706, but the primary thrust of the legislation focuses on the four areas listed above. It was the intent of the legislature in House Bill 1706 to establish qualifications of teachers and administrators in the accredited schools of Oklahoma through licensing

and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers and administrators of demonstrated ability. Following is a brief discussion of the four major concepts.

A real concern about entrance requirements into the colleges of education in Oklahoma and additional field experiences in the undergraduate program was voiced by the Legislature. House Bill 1706 requires the State Department of Education and the Professional Standards Board to develop a plan to strengthen the screening requirements of students seeking admission into the colleges of education. Criteria of the plan must include substantial evidence that persons who enter teacher education programs demonstrate competency in the oral and written use of the English language, and such persons must meet a minimum grade point average. Criteria must also include a greater emphasis upon field work, and teacher candidates must provide evidence of having worked with children and youth in a variety of situations.

Second, House Bill 1706 requires that the State Department of Education develop Curriculum Examinations in every area of certification offered by the State Board of Education. The purpose of the exams is to ensure academic achievement of each teacher in the areas in which such teacher is certified to teach. No teacher candidate shall be eligible for licensing until he or she has passed the examination, and certification will be limited to those subject areas in which the licensed teacher has received a passing score.

The third concept requires that the State Department of Education develop an Entry-Year Assistance Program. The beginning teacher, referred to as the entry-year teacher, will serve as a teacher under the guidance and assistance of an Entry-Year Assistance Committee. The committee consists of a fellow teacher (Teacher Consultant), an administrator, and a higher education instructor. This committee is charged with the responsibility of making a recommendation to the State Board of Education as to whether or not the entry-year teacher should be certified. At the end of a year under the Entry-Year Assistance Program the Entry-Year Assistance Committee shall either recommend the entry-year teacher for certification or to serve an additional year under the Entry-Year Assistance Program. If the recommendation is for a second year the entry-year teacher shall not be required to serve under the guidance and assistance of the same Entry-Year Assistance Committee. After the second year, the committee shall either recommend certification or noncertification.

The Staff Development concept requires that local boards of education establish staff development programs for all licensed and certified teachers and administrators employed by the district. These programs must be implemented during the 1981-82 school year. The staff development programs will be designed and recommended to local boards of education through the work of a local Staff Development Committee. The Local Staff Development Committee includes classroom teachers, administrators, and parents of the local school district. It is the intent of the Legislature to establish a staff development procedure whereby all teachers of the state continue their education beyond initial licensing and certification by the state to ensure that the children of the state are taught by professional educators, fully

trained in their areas of expertise. The programs are to be designed to help teachers enrich their professional abilities.

The legislation also includes a required staff development program for all higher education faculty involved in teacher preparation programs and a revision or redesign of all certification programs.

Professional Standards Board

The Professional Standards Board is in the process of completing a series of recommendations to the State Board of Education relative to restructuring teacher education programs as outlined in H.B. 1706.

General guidelines indicate the new programs will include a minimum of 40 semester hours in general education, 40 semester hours in the major area and 30 semester hours in professional education. Specific standards have been established for each area: general education, major area, and professional education.

Listed below are brief summaries of the five standards established for professional education and the criteria for admission to teacher education.

Standard I

The Professional Sequence shall include knowledge of the processes of human growth, development and learning and the practical application of this knowledge to the instructional process.

Standard II

The Professional Sequence shall include an understanding of the foundations underlying the development and organization of education in the United States.

Standard III

The Professional Sequence shall include evidence that knowledge of

measurement, methods, materials and media appropriate to teaching is included. Emphasis shall be in the student's field(s) of specialization.

Standard IV

The Professional Sequence shall include the teaching of the purposes, administrative organization and operation of the total education program of the school.

Standard V

The Professional Sequence shall include demonstrated ability to teach effectively and work ethically with pupils, teachers, administrators and parents.

Admissions Standards

1. A minimum grade point average of 2.50.
2. Evidence of adequate reading, writing, and verbal communication skills, demonstrated by appropriate academic course work and an interview with an admissions committee.
3. Expressed interest in teaching as demonstrated by prior experiences and activities.
4. An academic record that clearly indicates the person's commitment to the academic aspects of teaching.
5. Evidence of personal traits that suggest potential for working with youth, with parents and the other constituencies of a teacher.

School of Education Reorganized

It became apparent that a new organizational structure was necessary if Central State University's School of Education was to respond to the program changes required by H.B. 1706. Dr. Mullins, dean of the School of Education, worked with the faculty to establish a Steering Committee for the purpose of exploring alternatives and to make recommendations to the

faculty for final action. After a period of study and deliberation the faculty approved a reorganization plan in the Spring of 1981. The faculty selected a Steering Committee for implementation of the Reorganization Plan and this committee worked with the faculty and Dean during the 1981-82 academic year to complete final plans for implementation of the reorganization plan. The approved reorganizational plan was fully implemented with the 1982 Fall semester.

The School of Education now includes four departments which are the Department of Administration, Vocational, Adult and Higher Education, the Department of Curriculum and Instruction, the Department of Psychology and Personnel Services, and the Department of Professional Teacher Education. Each department is organized into Curriculum Committees that have responsibility for individual programs.

Professional Teacher Education

The Department of Professional Teacher Education utilized Curriculum Committees to assist in the task of monitoring programs and to make recommendations relative to program changes. Each Curriculum Committee selected a Curriculum Coordinator from the membership to provide leadership in carrying out their responsibilities. Dr. Edgar Petty was selected as Curriculum Coordinator for the Committee on Professional Sequence and immediately set about the task of restructuring the total professional sequence around what research says should be included in a comprehensive program. Time for research was made possible by Dr. Petty being approved for a sabbatical during the 1982 Summer session and his attendance at a North Central workshop at Ball State University.

Dr. Petty's review of the research is outlined below:

**SEARCH OF THE PROFESSIONAL LITERATURE FOR OBJECTIVES IN THE
PROFESSIONAL TEACHER EDUCATION SEQUENCE**

The following descriptors were utilized in making an ERIC computer search of the literature on Objectives for Professional Teacher Education:

- Teacher Competencies
- Teacher Effectiveness
- Teacher Performance
- Teacher Education Objectives
- Professional Teacher Education Curriculum
- Teacher Performance Assessment
- Competency-Based Teacher Education
- Initial Teacher Education Program
- Teacher Behavior Categories
- Professional School of PEDAGOGY
- Generic Teacher Competencies
- Performance-Based Teacher Education
- Experience-Based Teacher Education

This search produced 79 document citations; of this number, 24 were selected as having implications for establishing objectives in a teacher education program. A review of these documents was then conducted with the intent of formulating research-based objectives from these documents. The review of this research was recorded and filed in folders under the following headings:

- Foundational Studies
- Human Growth and Development
- Learning
- Professional Literacy
- Generic Teaching Skills
- Diagnosing and Interpreting Students' Needs
- Conceiving and Planning Instruction
- Conducting Instruction
- Evaluating Instruction
- Applying Curriculum Design Theory
- Using Instructional Technology
- Managing the Classroom
- Promoting Interaction
- Arranging Conferral and Referral
- Specialized, Pedagogical Knowledge and Skills
- Subject Matter Skills
- Field, Clinical, and Laboratory Experiences

A bibliographic file was developed to keep a record of the sources and documents from which the statement of concepts and objectives was researched.

The Curriculum Coordinator attended the American Education Research Association Conference in New York City. Fifteen of the sessions at this conference presented papers which had implications for the development of

Teacher Education Objectives. These papers were included in the research, recorded, and filed.

Another aspect of the research was to review the most recent instruments for observing teacher performance and the research and rationale upon which they are based. These instruments are as follows:

Soar, Robert L. and Ruth M.: Florida Climate and Control System, University of Florida, December, 1971.

Medley, Donald M.; Observation Schedule and Record, Form 5, Verbal; University of Virginia, October, 1974.

Spaulding, Robert L.; The Spaulding Teacher Activity Rating Schedule; San Jose State University, June, 1974.

Brown, Bob B.; Teacher Practices Observation Record, University of Florida.

Spaulding, Robert L.; The Coping Analysis Schedule for Educational Settings, San Jose State University, 1974.

Coker, Homer and Joan G.; Classroom Observations Keyed for Effectiveness Research, Georgia State University, 1979.

While these instruments do not state the objectives, the rationale for these instruments do have something to say about teacher effectiveness which has implications for Teacher Education Objectives.

A review of the documents pertaining to Standards and Positions papers of the following Professional Organizations was conducted and records filed on various objectives presented in these documents.

- National Council for Accreditation of Teacher Education: Standards for the Accreditation of Teacher Education, Newly Revised, 1982.

- National Education Association Instruction and Professional Development; Excellence in Our Schools Teacher Education: An Action Plan, 1982.

- American Association of Colleges for Teacher Education, Educating a PROFESSION: PROFILE OF A Beginning Teacher; A Position Paper Presented by the AACTE Task Force on Profiles of Excellence, 1982.

- Teacher Competency Assessment: A position paper prepared by the AACTE Task Force, 1982.

- AACTE Task Force Report on Extended Programs, 1982.

- American Federation of Teachers, Educational Issues I Teacher Preparation and Quality Education, 1982.

- The National Association of State Boards of Education: Arlene Zielke Testimony on State Commissions on Teacher Excellence.

- State Department of Education: Teacher Education Section: Amendments to the Teacher Education Certification and Assignment Handbook (Professional Education, General Education, General Education and Mission Standards), July, 1981.

After summarizing the objectives recorded, it was decided that the two documents which best represented the National and State positions on Objectives for Professional Teacher Education were the PROFILE OF A Beginning Teacher and the Professional Education Component set forth in the Amendments to the State of Oklahoma Teacher Education HANDBOOK, 1981. These were formulated into a matrix table with the components to be included in the left hand column and the headings at the top of the column, indicating the specific Professional Teacher Education courses in the Central State University Professional Teacher Sequence. An example is provided on the following page.

Faculty members were asked to indicate in which courses each of the components should be placed. If a component was listed in more than one course, faculty members were to indicate if the component was to be mastered at the K-Knowledge level, U-Understanding level, or S-Skill level. This approach to placing components in courses was utilized to minimize duplication in the curriculum or at least demonstrate that components were being taught at different cognitive levels if they appeared in two or more courses.

The Professional Sequence Committee divided into sub-committees for each course for the purpose of developing topical outlines, general and specific course objectives and finally a comprehensive course syllabi. An example of a topical outline is provided on page 10. The syllabi will be distributed to students and utilized in developing the follow-up study.

Professional Standards Board

Standard II

Foundations of Education

	TCHED 2202 Introduction to Teaching/ Field Experience	TCHED 3023 Foundations of American Education	TCHED 3123-3153-3043 Child, Adolescent or Developmental Psychology	SPC ED 4722 Psychology of Exceptional Children	TCHED 3093 Educational Psychology	TCHED 4901 Practicum: Junior Level Field Experience	Methods: Elementary/ Secondary	TCHED 3183 Educational Measurement and Evaluation	LIBSC 4901 Practicum: Instructional Media	TCHED 3558-3568-3578 Student Teaching	TCHED 4912 Seminar: Legal Aspects & Classroom Management
A. Historical and philosophical development in the United States.	K-60%	K-80% U-50%									
B. Organization of public schools.	K-90%	K-50%									
C. Cultural pluralism in the public schools.	K-50%	K-60% U-50%								S-40%	U-40%
D. Development of education as a profession.	K-70%	K-70% U-70%									
E. Legal and ethical considerations of school personnel (includes the rights and responsibilities of teachers, students, administrators and staff).	K-100%	K-80%									U-90%
F. Characteristics of effective teachers.	K-60%				K-90% U-50%	U-50%	U-68%				
G. Democratic principles, free public education, and equal educational opportunity.	K-50%										

TCH ED 3023 FOUNDATIONS OF AMERICAN EDUCATION

The student will have an opportunity to further study the foundations underlying the development and organization of education in the United States. This study will include:

- I. The Historical Foundations of Education
 - A. Origins of American Education
 - B. Pioneers in Education
 - C. Historical Development of American Education
 - D. The Democratic Principles and Education
 1. Free Public Education
 2. Equal Educational Opportunity
- II. The Philosophical Foundations of Education
 - A. Progressivism
 - B. Essentialism
 - C. Perennialism
 - D. Social Reconstructionism
- III. The Social Foundations of Education
 - A. Culture, Socialization, and Education
 1. Cultural Pluralism
 2. Social Change and Current Social Issues
 3. Futurism
 - B. The School as a Social Institution
 1. Changes in the school in response to societal and other needs
 2. The role of schooling in integration of people of diverse ethnic backgrounds
 - C. The Political and Legal Bases of American Education.
- IV. Schools in a Changing Society
 - A. Aims of Education: Nature of American Education
 1. Objectives and Purposes of Education
 2. Goal Statements of Education Adopted by Various States
 - B. Curricular Concerns of the School
 1. Organizing the Curriculum
 2. Present Curricular Trends
 3. Curriculum for the Future
 4. Mainstreaming
 - C. School Organization and Administration
 - D. Evolution of the American School System
- V. The Teaching Profession
 - A. Status of Teachers
 - B. Teacher Organizations
 - C. Preparation of Teachers
 - D. Teacher Certification
 - E. Legal and Ethical Aspects of Teaching
 - F. Inservice and Staff Development
- VI. Current Trends and Critical Issues in American Education

Follow-Up Program

The development of a successful informational system that links theory to classroom practice is based on professional education courses stating objectives that can be included in a follow-up evaluation instrument. All items on the evaluation instrument are keyed to specific objectives in specific courses. Not all objectives are included in the evaluation instrument since many objectives are at the knowledge or understanding level and evaluated at the University level, but are the building blocks for a skill level objective to be observed in the classroom.

The Entry-Year Assistance Committees mentioned at the beginning of this paper provide an excellent opportunity for a Central State University faculty member to work closely with each first year teacher in the geographic area that are graduates from our teacher education program. Each member on the Entry-Year Assistance Committee is required to make a minimum of three classroom visits and there are three scheduled committee meetings at which the committee discusses with the first-year teacher progress that is being made as well as any areas that might need special attention.

The last committee meeting must be scheduled after April 10 of each year as provided in the legislation. This means that each first-year teacher will have taught at least eight months before the third Entry-Year Assistance Committee meeting is scheduled. The administrator and teacher consultant will be asked to complete the follow-up evaluation instrument at the conclusion of the third meeting. At the third meeting first-year teachers will be asked to evaluate the process by which the teacher education program at Central State University worked with them as they progressed through the preservice program.

It will be the responsibility of each university faculty member serving on an Entry-Year Assistance Committee to collect completed evaluation instruments. All completed evaluation instruments are returned to the Assistant Dean for tabulation and analysis. Final reports are provided to all Curriculum Committees for use in reviewing course objectives.

Informational System and Program Changes

An informational system is a necessity if teacher preparation programs are to be responsive to the changing needs of new teachers entering today's classrooms. The time lag between what research studies indicate is needed in the classroom and how quickly teacher preparation programs respond to that need must be shortened. Schools of education cannot afford to review programs on a five- or ten-year cycle but must annually evaluate program components to see if first-year teachers have been adequately prepared to enter the teaching profession. The linkage of theory to classroom practice must be a dynamic process in which administrators, teacher consultants, first-year teachers, and university faculty are constantly interacting and providing input into the decision making process relative to program changes that need to be made in teacher education.

The development and maintenance of a data system linking theory to classroom practice requires financial resources, committed faculty, responsible decisions by Curriculum Committees, collaboration with the teaching profession, and leadership. To maintain the ongoing data collection system described in this paper will require a commitment from all teacher educators in our program; however, if we want to regain a leadership role in teacher preparation, we must have a data system that will enable programs to respond more quickly to current research and its implications for classroom practice.